

## EMERALD HIGH

150 Bypass 225  
Greenwood, SC 29646

**GRADES** 9-12 High School

**ENROLLMENT** 944 Students

**PRINCIPAL** Felicia N. Cartledge 941-941-5730

**SUPERINTENDENT** William P. Steed, Ed.D. 864-941-5400

**BOARD CHAIR** Ms. Dru James 864-223-1878

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	16	2	1	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Excellent	N/A
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Excellent	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	74.6	N/A	N/A	76.8	N/A	N/A
<b>Passed 1 subtest</b>	11.9	N/A	N/A	12.4	N/A	N/A
<b>Passed no subtests</b>	13.5	N/A	N/A	10.8	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	96.9%	94.9%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	19.2	15.2
<b>Seniors who met the SAT/ACT requirement</b>	19.7	15.5
<b>Seniors who met the grade point average</b>	46.1	49.7

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	207	232
<b>Number of Diplomas</b>	171	178
<b>Rate</b>	82.6%	76.7%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	161	96.9	193	19.2	207	82.6	NO
<b>Gender</b>							
Male	80	97.5	98	24.5	106	80.2	N/A
Female	81	96.3	95	13.7	101	85.1	N/A
<b>Racial/Ethnic Group</b>							
White	100	100.0	104	34.6	103	92.2	N/A
African-American	56	91.1	84	0.0	98	72.4	
Asian/Pacific Islander	0	N/A	2	I/S	2	I/S	N/A
Hispanic	4	I/S	3	I/S	3	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	143	97.2	167	22.2	178	84.8	N/A
Disabilities other than speech	18	94.4	26	0.0	29	69.0	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	161	96.9	193	19.2	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	161	96.9	193	19.2	207	82.6	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	40	90.0	68	0.0	76	72.4	N/A
Full-pay meals	121	99.2	125	29.6	131	88.5	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	206	94.7	17.1	26.2	33.7	23.0	64.2	YES	YES
<b>Gender</b>									
Male	117	94.9	23.6	26.4	34.0	16.0	59.4	N/A	N/A
Female	89	94.4	8.6	25.9	33.3	32.1	70.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	113	96.5	3.9	16.5	44.7	35.0	85.4	YES	YES
African-American	86	94.2	32.9	39.2	21.5	6.3	38.0	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	172	95.9	8.9	27.8	38.0	25.3	70.9	N/A	N/A
Disabled	34	88.2	62.1	17.2	10.3	10.3	27.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	206	94.7	17.1	26.2	33.7	23.0	64.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	204	94.6	16.2	26.5	34.1	23.2	64.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	87	93.1	31.6	34.2	25.0	9.2	40.8	YES	NO
Full-pay meals	119	95.8	7.2	20.7	39.6	32.4	80.2	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	206	94.7	20.9	34.2	27.8	17.1	62.6	YES	YES
<b>Gender</b>									
Male	117	94.0	23.8	35.2	22.9	18.1	60.0	N/A	N/A
Female	89	95.5	17.1	32.9	34.1	15.9	65.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	113	97.3	6.7	31.7	33.7	27.9	83.7	YES	YES
African-American	86	93.0	38.5	39.7	17.9	3.8	34.6	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	172	96.5	13.8	36.5	30.2	19.5	68.6	N/A	N/A
Disabled	34	85.3	60.7	21.4	14.3	3.6	28.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	206	94.7	20.9	34.2	27.8	17.1	62.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	204	94.6	20.0	34.6	28.1	17.3	63.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	87	92.0	37.3	40.0	20.0	2.7	44.0	YES	NO
Full-pay meals	119	96.6	9.8	30.4	33.0	26.8	75.0	N/A	N/A

**Abbreviations for Missing Data**

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**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 944)</b>				
Retention rate	4.0%	Down from 4.9%	9.4%	9.1%
Attendance rate	96.3%	Up from 95.9%	95.7%	96.0%
Eligible for gifted and talented	7.0%	Down from 9.2%	8.3%	5.8%
With disabilities other than speech	15.0%	Up from 11.8%	12.2%	12.7%
Older than usual for grade	9.9%	Down from 13.8%	9.4%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.0%	Down from 4.0%	2.8%	1.6%
Enrolled in AP/IB programs	15.9%	Down from 18.1%	11.7%	10.2%
Successful on AP/IB exams	64.2%		48.4%	53.8%
Annual dropout rate	1.9%	Up from 1.1%	3.7%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	2.9%	3.6%
Enrollment in career/technology center courses	475	Up from 420	502	466
Students participating in worked-based experiences	32.6%	Up from 15.6%	31.5%	25.7%
Career/technology students mastering core competencies	79.4%	Up from 77.1%	78.9%	77.7%
Career/technology completers placed	100.0%	No change	97.6%	99.3%
<b>Teachers (n= 51)</b>				
Teachers with advanced degrees	37.3%	Down from 40.0%	54.8%	52.0%
Continuing contract teachers	88.2%	Up from 81.8%	84.4%	82.1%
Highly qualified teachers**	81.6%	N/A	88.6%	89.5%
Teachers with emergency or provisional certificates	6.3%		6.4%	8.6%
Teachers returning from previous year	90.3%	Down from 90.6%	87.5%	86.2%
Teacher attendance rate	95.1%	Up from 94.1%	95.6%	95.3%
Average teacher salary	\$40,219	Up 4.7%	\$42,048	\$41,060
Prof. development days/teacher	13.0 days	Down from 13.1 days	9.8 days	10.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.3	3.0
Student-teacher ratio in core subjects	25.2 to 1	Up from 22.2 to 1	27.7 to 1	26.4 to 1
Prime instructional time	90.2%	Up from 89.1%	90.2%	90.0%
Dollars spent per pupil*	\$6,507	Up 3.3%	\$6,181	\$6,310
Percent of expenditures for teacher salaries*	60.3%	Up from 59.6%	57.6%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	82.0%	Down from 98.3%	89.7%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

"Creating Winners By Working Together" was the theme for the 2003-2004 school year at Emerald High School. Our continued success is directly related to our partnership with parents, alumni, higher education, and businesses within our community.

The faculty and staff, along with students, parents and community, have common goals of improving academic achievement, reducing the dropout rate and maintaining a safe, positive learning environment. Our accomplishments for the year include the following:

**STAFF DEVELOPMENT ACTIVITIES:**

- \* Literacy Workshops
- \* School-wide Classroom Management/Routines (Attendance, Tardies, Make-up work, Parent Communication-Emails/Website, Student Attire, Homework Center)
- \* Cooperative Discipline
- \* PowerPoint for Classroom Instruction
- \* Professional Development School
  - \* Lander University Professors and EHS Faculty, "Achieving Content Area Success"
  - \* LU Professors and EHS Faculty, "Enabling Successful Transition from High School to the University Setting"
- \* "Closing the Achievement Gap"
- \* "Understanding Poverty"

**PROFESSIONAL DEVELOPMENT SCHOOL:**

- \* Teacher Research Grants \$2800;
- \* Collaborative supervision of clinical and student teacher candidates;
- \* Purchase of materials and resources, \$500;
- \* Personnel in-kind contributions (LU Professors);
- \* Placement of 60+ clinical students with EHS teachers;
- \* Collaboration in writing and submitting articles for publication;
- \* Methods courses taught collaboratively on PDS site with LU and EHS faculty
- \* Teacher presentations at National Conferences:
  - \* Biloxi, MS "Dispositions" - Teacher Education Division Council for Exceptional Children (CEC)
  - \* Greenville, SC "Reading with Special Needs Students," South Carolina/CEC
  - \* New Orleans, LA "Interdisciplinary Units in Special Education," National/CEC

**SCHOLARSHIPS, AWARDS, HONORS:**

- \* Five students received Academic Honor Award
- \* Three teachers received National Board Certification (Bringing the total to six)
- \* Thirty-five Honor Graduates
- \* Forty-five LIFE Scholarships
- \* Forty-two HOPE Scholarships
- \* Eleven Palmetto Fellows Scholarships
- \* Class of 2004 scholarship offers totaled \$1,977,620.00.

**"TEACHING VALUES, SHAPING LIVES"**

Charles L. Graves

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	53	140	70
Percent satisfied with learning environment	92.5%	77.1%	88.6%
Percent satisfied with social and physical environment	90.2%	80.4%	74.3%
Percent satisfied with home-school relations	72.0%	85.6%	72.1%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.